



Lifelong Learning Programme



Q4i
Quality for Innovation in European Schools
Project N°: 527906-LLP-1-2012-1-ES-COMENIUS-
CMP

D1.3 Piloting Report – SWOT Analysis **- FINAL -**

Final Version (HAEd)
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Weaknesses & Threats:

- Lack of personnel/staff
- Lack of financial and material resources
- Available time of teachers for additional activities
- Lack professional competences of internal staff in the different fields of change e.g. ICT
- Lack of interest from institutions to engage in a practice formative education program for pupils
- Limited vision on the long terms benefits for the school
- Degree of openness of schools and staff to new and innovative approaches
- Innovation was not a part of the identity and strategy and of the school
- Limited capacity to adapt the educational system to the actual needs of the labour market
- Insufficient involvement and awareness of local partners
- Lack of time to implement the project approach and the assessment instruments
- Lack of trust between pupils and teachers
- Lack of formal training provided to teachers
- High level of resistance to change due to autonomous position of teachers

Strenghts & Opportunities:

- Enhances the quality of teaching
- Increases the self-confidence of the involved actors
- Allows benchmarks against good practices from other schools

Success factors:

- Commitment of the management team
- Commitment of teachers
- Availability of human resources to develop improvement areas
- Sufficient time
- Existence of an Implementation/Action Plan
- Integration in overall school strategy
- Awareness about the need for quality management, change and innovation on all educational levels e.g. from ministries, local authorities, school boards, school heads, teachers, students to parents

Suggestions for Improvement:

- Sufficiency of and continuity on time for the implementation
- Benchmarking with other European schools
- Transfer to other educational activities e.g. vocational training, adult education, pre-university education.
- Replication in other regions/countries e.g. with high dropout rates, with lacking motivation of students, with the need for new teaching methods
- Need to promote the model at local or regional level with the support of authorities
- Respecting the needs of schools i.e. needs might be outside the four areas of change of Q4i
- Integration of the approach into the strategic planning of schools
- Clearly demonstrating the benefits to all actors of the educational system in order to increase the sustainability
- Dissemination of the approach in order to increase uptake by other schools
- Suggestions for Q4i model improvements:
 - Include a personnel section in order to address the training needs, the engagement level and the resistance to change
 - Opening the model up to other innovative approaches
 - Rename the model into the 'Innovation Readiness Model' or the 'School Agility Model'